**Design of the Inquiry**

Procedures - The main design of my Inquiry was to set up a class Wiki to increase Collaboration within Planning 10. <http://gpplanning.wikispaces.com> We implemented the Wiki to our students in 4 phases. First, we set a different page for each Planning 10 teacher so students could submit online projects. Second, we added a spot (link) for each planning 10 student to document and show their Physical Activity Logs for Graduation Transitions. Then, we put our Employability Skills Evaluation on the Wiki to help be “Green” Friendly. And lastly after the students became comfortable with using the Wiki, we created Classroom Discussions on the Wiki related to the Planning 10 Curriculum. The key to the order of the steps was to get the students comfortable on the wiki before we started classroom discussions. We felt that if the students were comfortable on the wiki, they would be more likely to participate.

In the Employability Skills Evaluations that was implemented in Phase 3 of our Planning 10 Wiki, we used Forms from Google Docs. These surveys are a great way for us to gain insight from our students on the goings of our Planning 10 program. I inserted specific questions regarding Student Contributions to Classroom Discussions in some of these Employability Skills Evaluations to get specific feedback from the students.

Information Collection – I was able to collect data three different ways for my Field Study.

1. I collected information through the Google Docs forms (surveys) that we use for our Employability Skills Evaluations in Planning 10.
2. I used the Planning 10 Wiki to view student work and their contributions to the various Discussions on the Wiki.
3. My own classroom observations especially during classroom discussions.

Information Analysis – I was able to get some stats from the Google Docs Form (surveys) thanks to the Summary of Responses feature of this Google Docs program. I was able to compare student’s comfort level to contributing to classroom discussions since the beginning of the semester. I was also able to gain insight into reasons why students did not contribute to discussions and which way they preferred to contribute to classroom discussions. I was also able to analyze individual contributions and make self-notes regarding various students.